



# Blooming Questions

Blooming Questions is a game-like way to engage students in thinking at all levels of Bloom's Revised Taxonomy:

<b>Level 6:</b>	<b>Create</b>
<b>Level 5:</b>	<b>Evaluate</b>
<b>Level 4:</b>	<b>Analyze</b>
<b>Level 3:</b>	<b>Apply</b>
<b>Level 2:</b>	<b>Understand</b>
<b>Level 1:</b>	<b>Remember</b>

The goal is to use each level of question explicitly so that students not only learn the various levels of critical thinking, but also how to pose questions at each level. Over time, students will be able to create their own questions for each level.

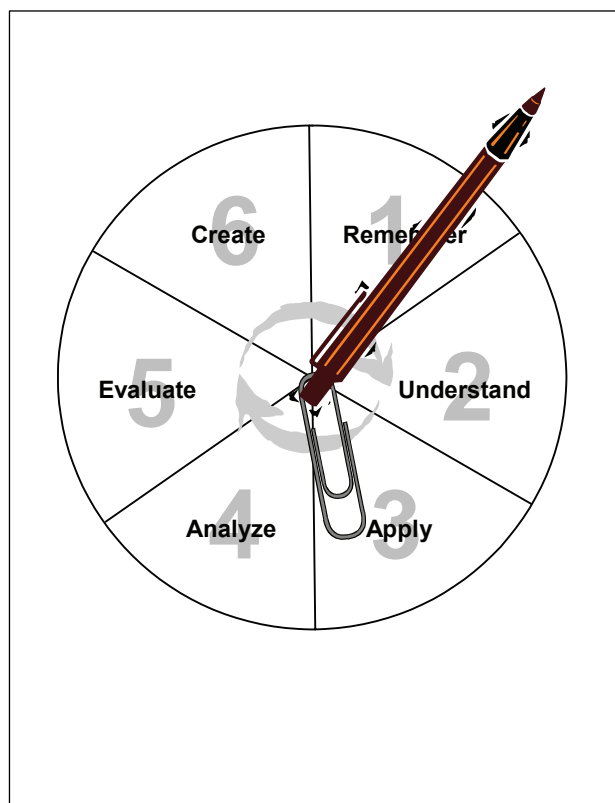
To “play” Blooming Questions, you will need two things: (1) a spin dial such as the dial shown in the template on the next page, and (2) Blooming Question Prompts (unless you know them well enough yourself not to need a reminder!) When you're ready to pose a question, spin the dial, then ask a question using the Question Prompts (or a similar question).

Students enjoy the mystery of the activity, wondering what question will come up next. As you become familiar with the game, you can create sets of questions about specific content areas you are studying. Use them for any of the following purposes, as well as the many you will think of on your own!

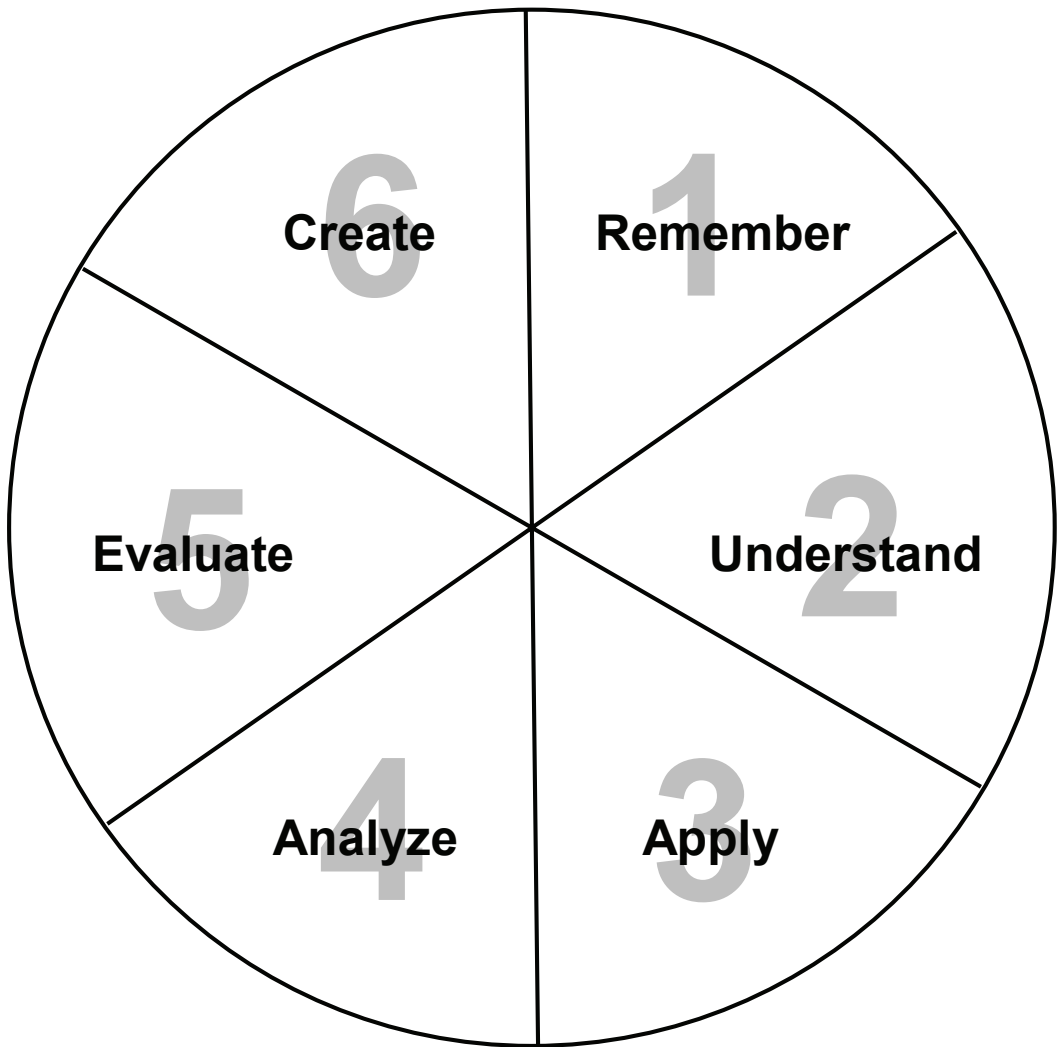
- To determine what students already know about a topic.
- To generate a group discussion question following a presentation by the teacher or students.
- To create a journal prompt.
- To design an essay question.
- To check for understanding.
- To help students apply what they're learning . . . and the list goes on.

## Make Your Own Spin Dial!

To make your own spin dial, copy the dial template (on the next page) onto transparency film. To create the spinner, use a pencil with an eraser and a large paper clip. Place the paper clip on the dial diagram in the position of the spinner arrow. Place the pencil eraser at the center of the diagram so that it is in the middle of the paper clip, at the exact center of the diagram. As you hold the pencil firmly in place, spin the paper clip.



# Blooming Questions Spin Dial



# Blooming Question Prompts

Level	Types of Thinking Stimulated	Question Starters
<b>6</b> <b>Create</b>	<p><b>Generating</b> Coming up with alternatives or hypotheses based on criteria</p> <p><b>Planning</b> Devising a procedure for accomplishing a task.</p> <p><b>Producing</b> Inventing a product.</p>	<p>How would you test ...?</p> <p>Propose an alternative.</p> <p>How could you improve/ change/modify/ maximize/fix ...?</p> <p>How could you use ____ to solve/prove/ demonstrate ____?</p>
<b>5</b> <b>Evaluate</b>	<p><b>Checking</b> Detecting inconsistencies or fallacies within a process or product</p> <p>Determining whether a product has internal consistency</p> <p><b>Critiquing</b> Detecting the appropriateness of a procedure for a given task or problem</p>	<p>What fallacies/consistencies /inconsistencies appear?</p> <p>Which is more important/ logical/valid/appropriate?</p> <p>Find the errors in ...</p> <p>What might have been a better solution?</p> <p>How would you justify ...?</p>
<b>4</b> <b>Analyze</b>	<p><b>Differentiating</b> Distinguishing relevant from irrelevant parts or important from unimportant</p> <p><b>Organizing</b> Determining how elements fit or function within a structure</p> <p><b>Attributing</b> Determining the point of view, bias, values, or intent underlying material</p>	<p>What is the function of ...?</p> <p>What does the author/ character believe?</p> <p>Make a distinction between...</p> <p>What is the relationship between ...?</p> <p>What evidence do you find?</p> <p>How would you diagram the sequence/structure of ...?</p>
<b>3</b> <b>Apply</b>	<p><b>Executing</b> Applying knowledge (often procedural) to a routine task.</p> <p><b>Implementing</b> Applying knowledge (often procedural) to a non-routine task</p>	<p>What would result if ...?</p> <p>Tell how, when, where, why</p> <p>Tell how much change there would be...</p> <p>How would you use ...?</p> <p>What is the principle (rule, concept, idea, etc.) behind ...?</p> <p>How else would you ...?</p> <p>How could you demonstrate your understanding of ...?</p>
<b>2</b> <b>Understand</b>	<p><b>Interpreting</b> Changing from one form of representation to another.</p> <p><b>Exemplifying</b> Finding a specific example or illustration of a concept or principle</p> <p><b>Classifying</b> Determining that something belongs to a category</p> <p><b>Summarizing</b> Drawing a logical conclusion from presented information</p> <p><b>Inferring</b> Abstracting a general theme or major point</p> <p><b>Comparing</b> Detecting correspondences between two ideas, objects, etc.</p> <p><b>Explaining</b> Constructing a cause-and-effect model of a system</p>	<p>State in your own words...</p> <p>Which are facts?</p> <p>Give an example.</p> <p>Condense this paragraph.</p> <p>Explain what happened.</p> <p>What part doesn't fit?</p> <p>Show in a graph/flowchart ...</p> <p>Which statement support...?</p> <p>State in one word ...</p> <p>What was the main idea?</p> <p>Draw a story map...</p> <p>Clarify why ...</p>
<b>1</b> <b>Remember</b>	<p><b>Recognizing</b> Locating knowledge in memory that is consistent with presented material.</p> <p><b>Recalling</b> Retrieving relevant knowledge from long-term memory</p>	<p>What happened after...?</p> <p>How many ...?</p> <p>What is...?</p> <p>Can you name...?</p> <p>Describe ...</p> <p>Name each of the ...</p> <p>What does is mean?</p>